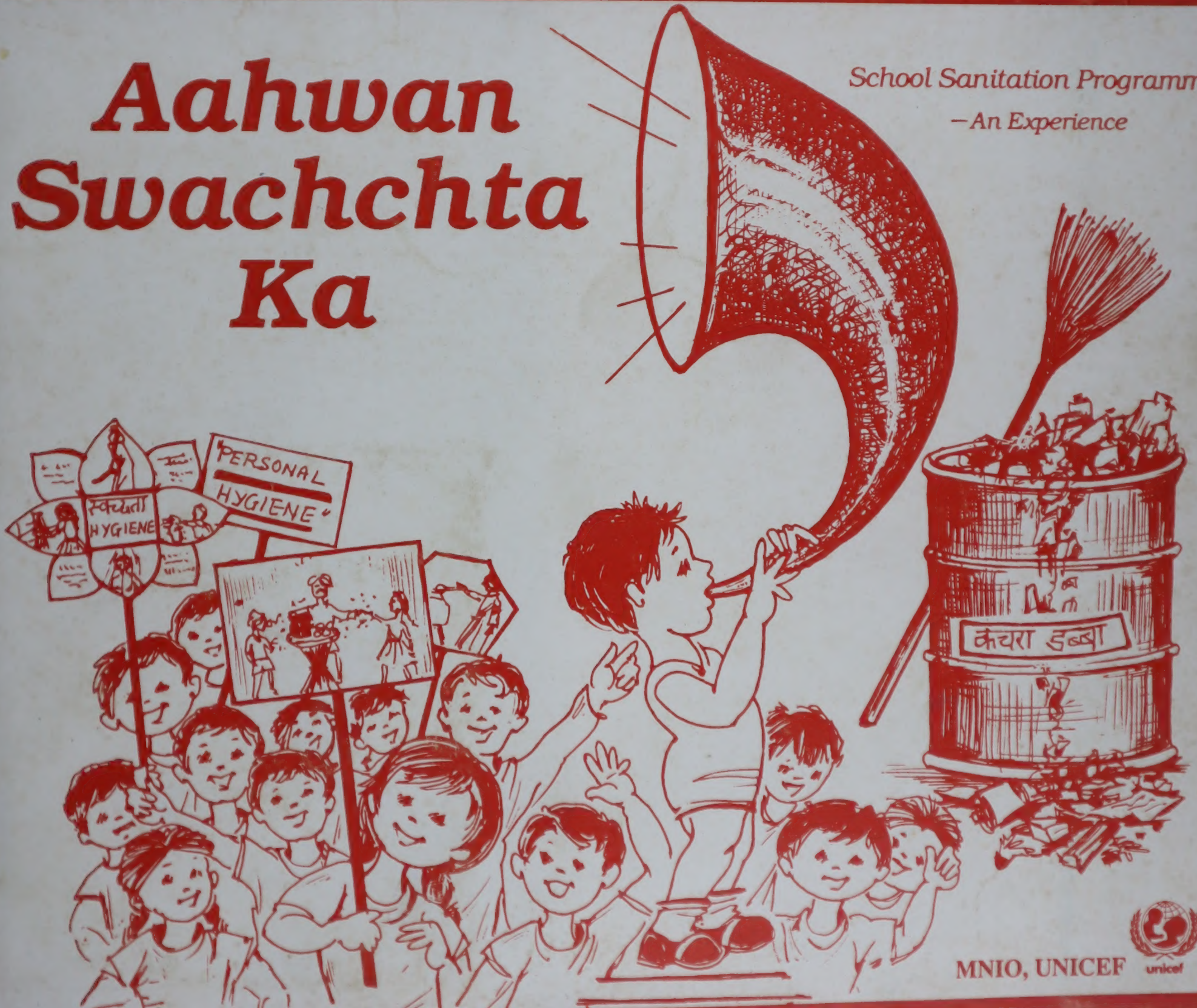


Aahwan Swachchta Ka

School Sanitation Programme
— An Experience



MNIO, UNICEF



unicef

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INTRODUCTION

80% of the diseases that are prevalent today in our country are a result of inadequate water and sanitary facilities. They are therefore preventable.

Development planners all over the world agree that provision of clean drinking water and safe waste disposal are the key issues to promoting health. While concerted efforts should be made to provide clean drinking water and better sanitation, mere provision of infrastructure is insufficient. Old habits die hard. Educating and thereby effecting behavioural changes in the people has been recognised to be equally vital.

Children from the socio-economically weaker sections are severely affected and many fall prey to diseases caused by contaminated drinking water and insanitary conditions. Children are our future citizens and it is in our interest to keep them healthy. To make their young bodies strong, children need nutritious food and safe water. Equally important is a clean environment and good sanitation.

To imprint on young minds the causal link between insanitary conditions and the diseases that they and their families experience, is indeed the first step towards effecting changes. If a child is ingrained with these ideas at an early age, the child not only retains and acts on it, but also communicates to those around that proper sanitation and personal hygiene are the road to better health.

Schools are a meeting point for most children, and therefore emerge as an ideal ground for imparting this valuable education. To preach good ideas is simple but to patiently inculcate good habits is a long and arduous task. Ideas regarding personal hygiene and sanitation have to be reinforced repeatedly till it permeates the child's consciousness and becomes second nature — a habit. This calls for concerted effort and careful nurturing by planners and administrators.

What is presented in the following pages is the experience gained in implementing an "education" programme on sanitation and personal hygiene.

The venue for this innovative sanitation education programme was the Junior Navyug School. Located in a South Delhi colony, Laxmi Bai Nagar, the school educates about a thousand children of varied socio-economic background. The majority of the children are drawn from the "weaker" sections of society. This school which is administered by the NDMC has gained a reputation for conducting many such innovative educational programmes.

While scattered messages on hygiene and sanitation do get imparted through schools in the normal course of events, to put "education for better sanitation and hygiene" on an organised footing requires motivated and dedicated leadership. The head of this school was inspired into action by an orientation training programme organised by the NDMC in collaboration with MNIO, UNICEF. In her own words: "as the head of the Navyug school, I felt I should be the chief source of inspiration and motivate my teachers, students and other staff to take up sanitation as a serious task, because I was convinced that sanitation is an important feature of education. In fact more than books, it can serve the children as a very strong shield to protect their physical, social and mental health."

The principal sought the active involvement of the teachers, the non-teaching staff, the children and the parents in what could be summarised as "Learn-Practice-Teach-Reaffirm what was learnt-method".

Rejecting the Preach-and-Punish method, the head of this institution adopted the "participatory approach" to planning and implementing the sanitation education programme. This has been the most crucial factor contributing to the success of this programme.

The prime objective was simple, i.e., to keep the school and children clean. The method adopted has breathed life and enthusiasm into the programme.

This booklet sums up the experience of this school, and draws some lessons for use in other schools

PARTICIPATORY APPROACH TO PLANNING

The principal of this school, initiated a discussion on the state of sanitation in the school, in the staff meeting. She had recognised that merely 'directing and ordering' cannot help in achieving the programme objective.

The problems identified were –

- * the premises were dusty, filled with cobwebs and dirt;
- * children ate unhygienic food, and drank water which was unclean;
- * children did not wash their hands with soap before and after meals, and after using the toilets;
- * water tanks were not regularly cleaned and maintained;
- * the toilets were filled with foul stench and were not maintained properly;
- * children were sickly and often complained of stomach disorders and pains.

The problems identified needed solutions. The solutions necessitated **concrete and practical steps** which in turn threw up the **necessity for an organised effort**.

The organisation for initiating and maintaining the Sanitation Education Programme, was drawn from amongst the teachers who **volunteered**.

An **"Active Doers"** team was constituted.

Problem Identification is the first step in planning any programme

To identify the problems it is necessary to involve all the members of the organisation/institution.

Free and frank discussions in a problem identification exercise assists in increasing the consciousness and commitment of all individuals concerned

Organised effort is essential for the successful implementation of a programme. A smaller team of like minded and committed people should be constituted.

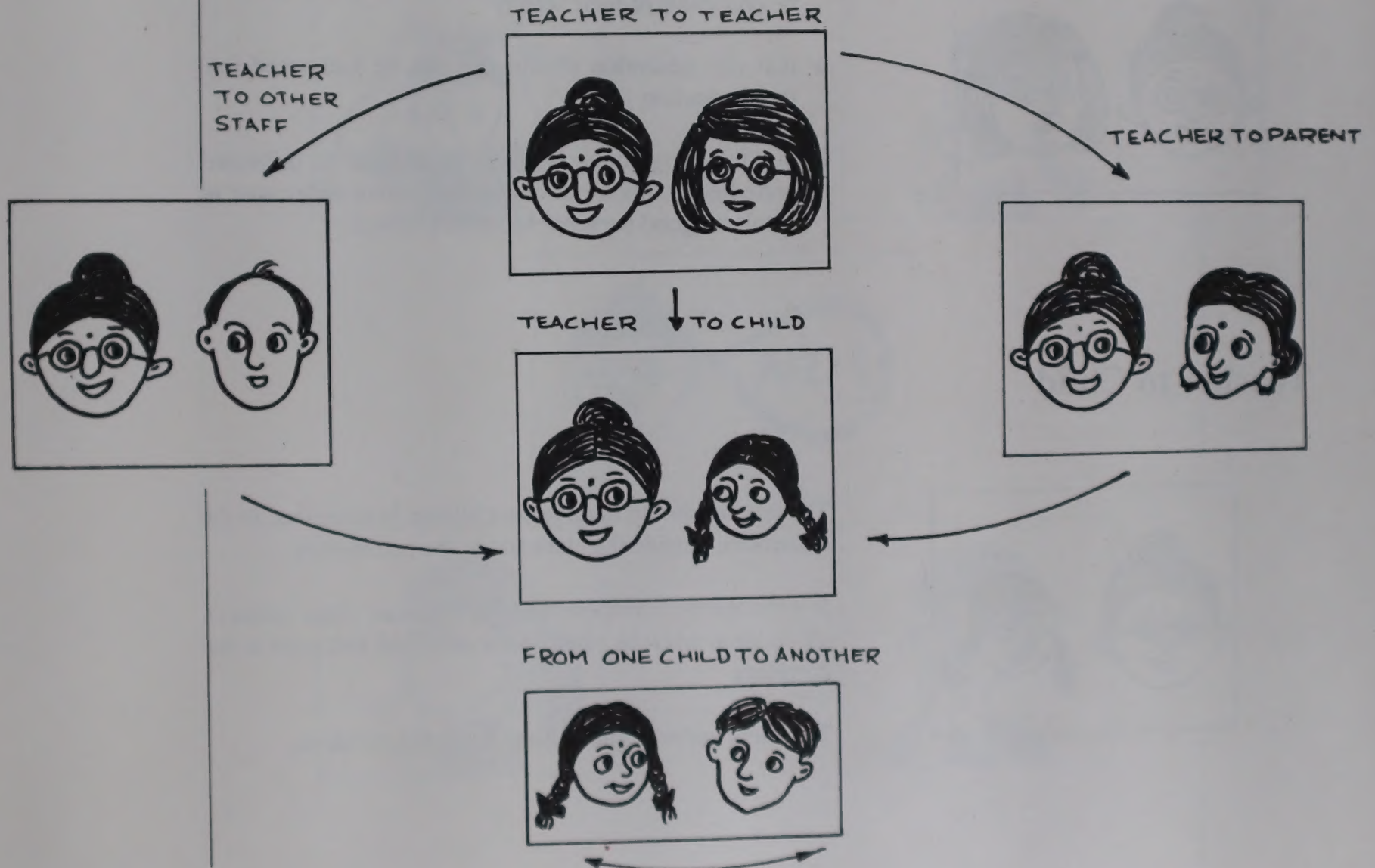
Compulsion and coercion should not be used to constitute this team.

Roles and responsibilities should be clearly specified.

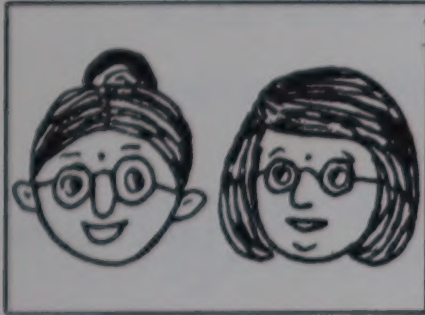
THE DOERS GROUP AND THEIR ACTIVITIES

The Doers group met and worked out a strategy for the involvement of teachers, children non-teaching staff, parents and the community in which the school is located

They decided that each of these groups have to **LEARN, PRACTICE AND TEACH.**



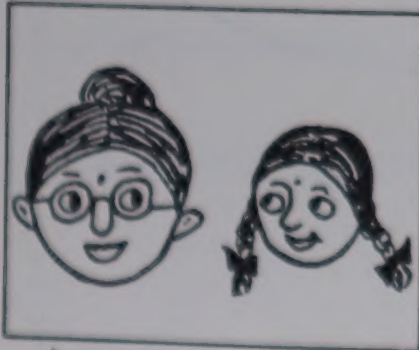
Teacher to Teacher



Teachers have to keep in mind –

- * that children emulate them and therefore they should be conscious of their 'habits'
- * that this education should and can be integrated into the curriculum
- * that this programme is not a "lecture" to be delivered periodically, but a prolonged and patient endeavour to inculcate good personal habits in children.

Teacher to Child

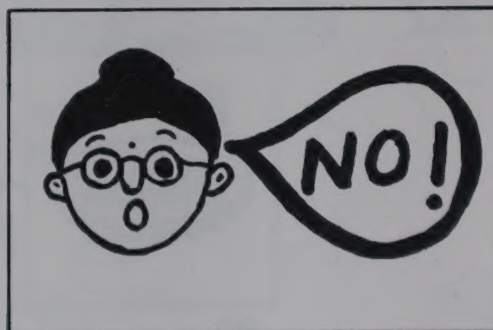


The teacher should involve the children in activities, in the classroom, outside the class and in the community

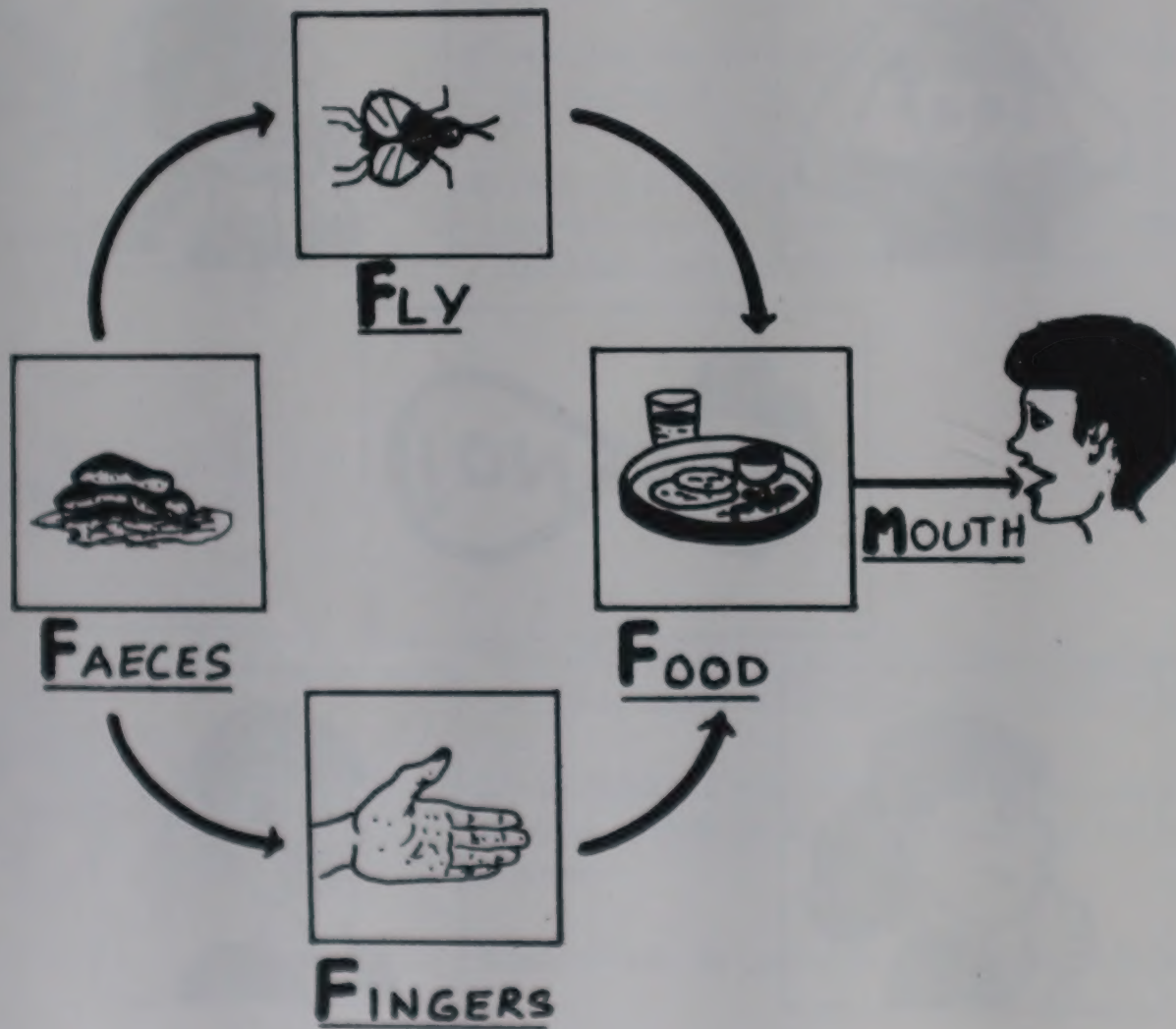
It is the teacher's responsibility to inculcate clean habits in all children while in class, in the playfield and even in the corridors.

Teachers cannot ignore dirty habits in children.

They have to **stop** *nail biting, chewing lead pencils, erasers, papers, etc., digging nose, thumb sucking, scratching of hair and rubbing their eyes with dirty hands.*



Children have to be taught that many diseases are spread through unclean water. They have to learn that unclean habits leads to ill health, and that unclean toilets, water puddles, etc., are breeding grounds for germs.



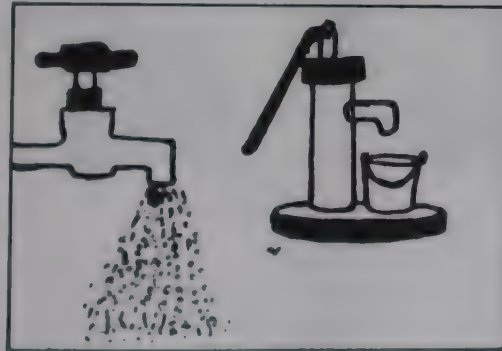
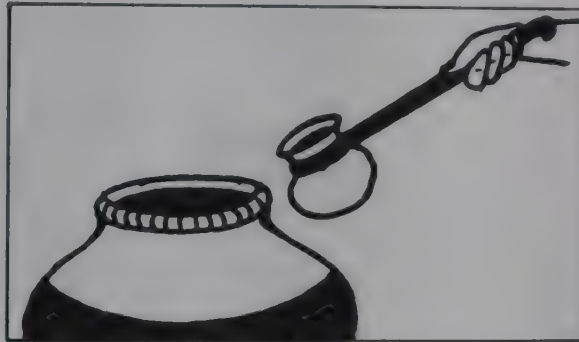
To imprint in their minds, the importance of sanitation and personal hygiene, the children have to be taught about the need to:

* *wash hands with soap and water before every meal*

* *use water from handpumps or tap*

* *use ladles while taking out water from a pitcher*

* *cover the water pitcher after use*

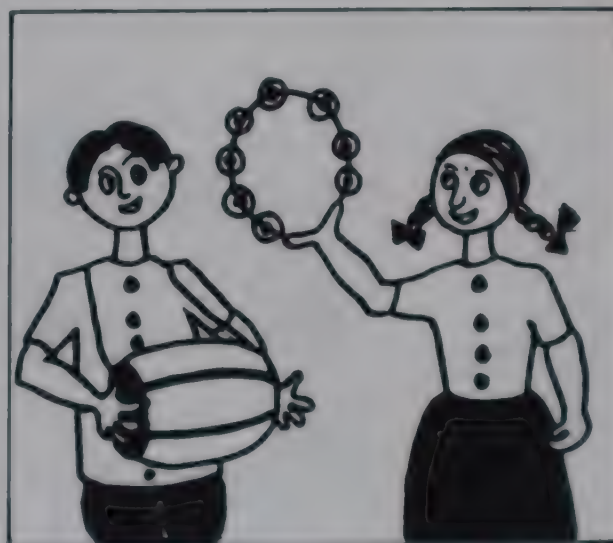


All these can be taught to the children in the classroom as part of their studies. However, the method of teaching should be varied and interesting.

These activities should be extended outside the classroom as well, and all teachers have a role to play in this.

Some Ideas on How—

The Music teacher educates the children about clean habits and sanitation through songs, skits, Qawali, etc.

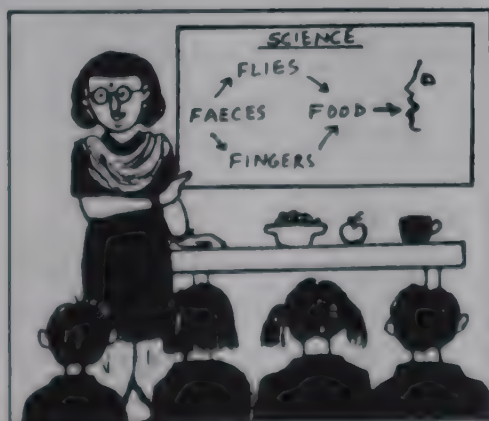
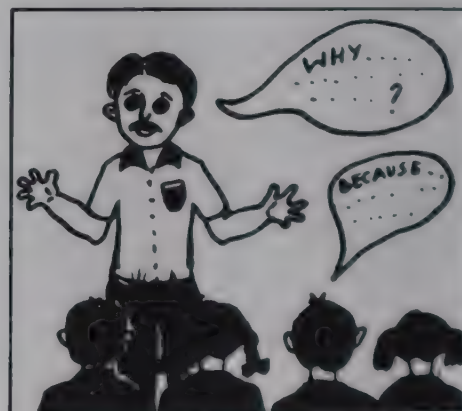


The Language teacher helps and directs children to write poems, songs, stories and compositions on clean habits and sanitation.



The Art teacher helps the children to draw and sketch posters, banners, placards on particular ideas and themes.

The class teacher prepares games, riddles, quiz and trains them to develop good habits as a part of what they learn in class.

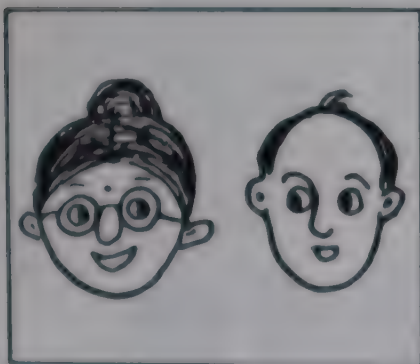


The science teacher educates the children about the science of spread of diseases.

Teacher to Other Staff Teachers have to impress upon other staff (non-teaching staff) the importance of maintaining cleanliness of the school and the school children. The non-teaching staff have an important role in imparting sanitation education to the children.

Their tasks include—

- * keeping the school and the facilities of the school clean;
- * setting an example and reminding children about good habits;
- * assisting the teacher in monitoring the use of the school facilities.

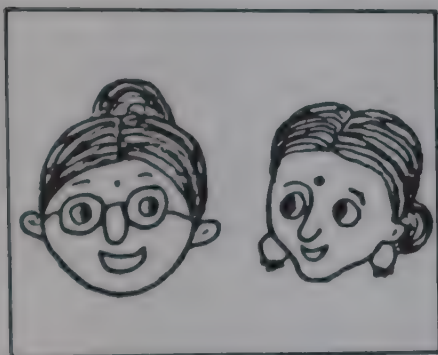


The Safai Karamcharis who as part of their regular function maintain toilets and the cleanliness of the school were brought to the centre stage. It was their task that was 'crucial' for promoting better health. It was their daily effort which was being celebrated through the sanitation programme.

They were mobilised to understand their role as communicators in inculcating good habits in children. They were made aware of the fact that children who are conscious of cleanliness and personal hygiene will be great assets in lightening the work burden carried by the Karamcharis.

The bus driver and the conductor were mobilised to carry the programme into the buses which transport the children. Even the peons and administrators were involved in implementing the sanitation education programme.

Teacher to Parent



The third and important group to be involved in the sanitation education programme, are the parents. Parents play an important role in reinforcing the education imparted in the school.

Parents can help in—

- * *imbibing the spirit of keeping clean*
- * *involving children in keeping their homes clean*
- * *reinforcing what has been taught in the school – i.e., encourage and commend good habits and firmly disapprove of dirty habits*

Parents can also help in organising programmes at school and in the community. For example,

- * Meetings
- * Seminars
- * Workshops
- * Community level campaigns, etc.

In many cases, parents themselves need to be educated for behavioural change. This can be done through PTAs, special programmes, and by using the children to educate the parent.

From One Child to Another



There are numerous things a child can do in communicating to another child. One example is the formation of a “**sanitation squad**”.

Each class has a sanitation squad which is assigned a monitoring role, for checking the cleanliness of both the children and the class environment. A daily-check up is conducted by the squad to ascertain the state of the **uniform, personal cleanliness (nails, hair ,etc.), books and tables** of all children in their class. Additionally, the maintenance of the class room, the dust bin and the immediate environment around the class becomes their responsibility. The squad uses a system of marking. Each child is subjected to a through scrutiny by none other than their own peers.

The direct involvement of “**responsible**” children in monitoring cleanliness of fellow students and the school is an effective way of inculcating clean habits in children.

Children who have learnt and actively participated in keeping themselves and the school clean, carry forward these messages to their homes and the community in which they live.



Other than these activities, the Doers group decided to organise specially focused activities on sanitation. This was how “**PROJECT SANITATION**” was conceived. “Project Sanitation” was organised in three phases.

Phase-1-THE SCHOOL GOES TO THE COMMUNITY

This was carried out through street theatre, songs, dances and sponsored walk. The purpose was to carry the message on sanitation to the community, and through such a process reinforce the messages in the children's minds and raise general awareness in the community.

The children prepared the cultural programme, the posters and the banners in the music, art and other classes with the assistance of the Active Doers group. This was done over a period of a month.

This programme had a positive impact both on the children and the people in the community.



Phase-2-THE COMMUNITY COMES TO THE SCHOOL

An exhibition was prepared and presented by the students with the assistance of the Active Doers group and the entire staff of the school.

This exhibition was kept open for the public for a week, and over 3,000 people visited it.

The exhibition went into details on all aspects of sanitation and personal hygiene.

The preparation of the models, posters and other exhibits helped to further implant in the children's minds that "proper sanitation and personal hygiene are indeed the road to better health."



Phase-3-THE ANNUAL DAY

The annual day was celebrated with a cultural programme, which had as its theme “sanitation”. Through dances, drama, skits and songs, the children presented to their parents and the community and once again “educated” their parents and others about sanitation.

In the words of a parent:

“...the programme was very successful and of high educative and aesthetic value. The programme succeeded to a commendable extent in creating an awareness among children for sanitation as a key to good health. The way the entire programme was conceived and designed deserves appreciation, as it made an impact on the students and their parents alike”.



The children and staff of the Navyug school did not rest on their laurels. The Project Sanitation continued. Activities in the class and the monitoring of the cleanliness, both of the school and the children have taken roots and is becoming a way of life. That the education imparted has indeed heightened the consciousness of the children was seen in the prompt reaction of this school community to the cholera epidemic which struck Delhi in August 1988. The school organised a door to door campaign in the neighbourhood. 124 children from class four and five accompanied by their teachers went into the community and with posters and pamphlets explained to the residents the preventive steps that needed to be taken by the people, about Oral Rehydration Therapy, etc.

The sanitation education programme in the Laxmi Bai Nagar Navyug School has only just begun. Inculcation of good habits cannot be achieved in a couple of months. Therefore the school community has decided to give this education component a pride of place in its activities in the years to come as well.

The Navyug school experience has been a success. However what contributed to this success?

The detailed planning exercise carried out, the organisational structure evolved, the training programme organised, the level of involvement of the school and the community effected, the zeal and enthusiasm generated and the determination with which the programme was pursued are some of the crucial factors which has contributed to the success of this programme.

It is important to highlight here that what set the ball rolling was the 'push' provided by the NDMC (School of Science & Humanities Education Training Centre) and UNICEF. This 'push' was none other than the all-Delhi programme for sanitation education. As part of this programme, the authorities provided the heads of the schools with an informative and action oriented Orientation Training. The organisational support and assistance provided by the Administrators served to encourage and sustain the sanitation education programme in more than 3,000 schools in the Delhi area.

LESSONS LEARNT

The Delhi Sanitation Education Programme and the Navyug School's experience have brought forth certain valuable lessons for administrators and implementors.

To the Administrators—

ORGANISATION

- * All departments dealing with the provision of sanitary facilities have to incorporate a strong education and communication component, in order to effect necessary behavioural changes and to increase the utilisation of services provided.
- * In any State or Unit of Administration there are several departments (education, health, etc.) and organisations which are responsible for sanitation-related programmes. While implementation is departmentally handled, the efforts of all these need to be coordinated centrally, in order to avoid duplication and to strengthen efficiency.
- * Each of these departments should develop a system for planning, supervision, monitoring and evaluation. Each department should develop a sub-plan of activities. These sub-plans should clearly enunciate the nature of the activities to be undertaken and their cost estimates. The various sub-plans should be combined into a Master Plan of Action, to be coordinated by the local administrative authority.
- * To facilitate implementation, each department should identify a nodal person for the development of the sub-plan and for coordination with relevant departments.

TRAINING

- * Orientation training for policy and decision makers, implementors (at all levels) is crucial for effecting sound planning and implementation of sanitation programmes.
- * The training programme should be ongoing, as experience gained should be constantly summed-up and shared.
- * All training programmes should assist in the development of Action Plans.

To the Implementors (at school level):

- * Initiative and leadership are two crucial qualities to be developed in the Principal of the School.
- * Participatory approach to planning and implementation which allows for the maximum involvement of staff, non-teaching staff, students, parents and the neighbourhood is a must.
- * For a sanitation education programme to succeed, school level organisation, detailed planning and continued and systematic monitoring are necessary.
- * Extreme care should be taken to see that the messages communicated are clear, precise and realistic.
- * Education and Awareness Campaigns should be action-oriented programmes.

In the final analysis, it is persistence and patience that will pay rich dividends.

Annexures

*Annexure 1 – Organisation, Planning and Training for sanitation
education in the NDMC schools*

*Annexure 2 – Scripts of songs, drama/skit etc., produced by the
Junior Navyug School, Laxmi Bai Nagar*

2058

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COMMUNITY HEALTH CELL
326, V Main, I Block
Koramangala
Bangalore-560034
India

Annexure 1

The Organisation, Planning and Training for the Sanitation Education Programme

Sanitation education programmes, large or small, need organisational support and meticulous planning. The planning exercise will no doubt vary from place to place depending on the organisational structure and the specific programme needs of each area.

In Delhi, the sanitation education programme in schools was planned and organised as follows:-

- The Local Self Government, under the Lt.Governor, New Delhi, coordinates the sanitation education programme. The programme emphasises sanitation education and awareness building in schools and through the schools to the community;
- The Education and Health Departments under the Delhi Administration, the Municipal Corporation of Delhi and the New Delhi Municipal Committee developed sub-plans, outlining the strategy, objectives, activities and organisation for implementation and monitoring. These sub-plans were then compiled into a Master Plan of Action for sanitation education in schools;
- Each implementing agency, for example, the NDMC, identified a nodal person who would coordinate the planning exercise, the implementation and the monitoring of activities;

- This individual, i.e., the Coordinator is assisted by a Committee which played the role of an Advisory Board. The coordinator also formed a panel of Resource Persons, comprising five heads of institutions;
- These resource persons assisted the coordinator in the training sessions and in providing assistance to schools which needed it.

Thus to the last detail, the school principals and teachers of each school were clear about:-

- ❖ the objectives of the education programme;
- ❖ the need to plan and the planning method;
- ❖ the organisation, and where they could go for assistance.

One of the first steps that the NDMC coordinator and his department took was that of Training and Orientation.

Orientation programmes were organised for Planners, Resource Persons, School Principals and Teaching Staff.

These Orientation programmes helped in:

- generating ideas
- bringing people together and in the sharing of experiences
- providing information and knowledge
- developing skills in communication
- clarifying roles and responsibilities
- developing concrete plans and future course of action.

The Resource Persons were drawn from the NDMC education and health departments, from colleges and institutions experienced in community extension work and communications, from UNICEF and other local resource organisations, like The Voluntary Health Association of India, etc.

The Training programme was organised in 6 stages. As a first step, the Heads of NDMC schools were exposed to a 2 day Orientation Programme.

This programme covered the following:

- Role of Teachers, schools and students in promoting sanitation;
- Sanitation programmes, the scope and activities;
- Communication Techniques;
- Concept of Activity Plans;
- Group exercises on activity plans;

The purpose of the communication session was to expose participants to different styles of communication, factors affecting the process of communication, the possible use of various media to communicate messages related to sanitation issues for seeking the involvement of teachers and children.

The preparation of the activity plan was one of the main objectives of this and other training sessions. At the end of the orientation, by carrying out the planning exercise, the participants were able to focus on realistic activities.

The framework which helped them to develop activity plans was as follows:

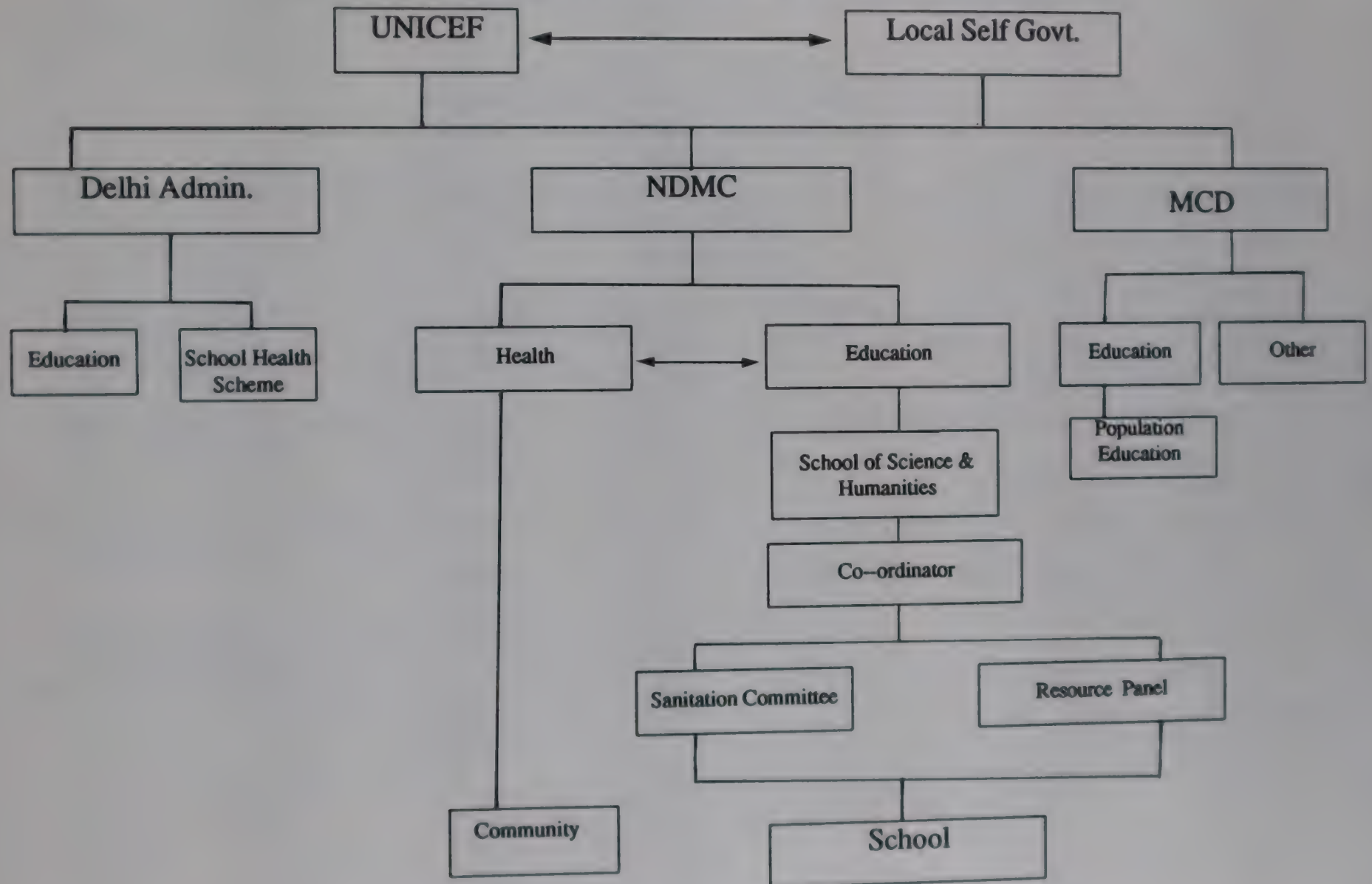
Name of school	Activities to be organized			Frequency	Time	Responsibility	Resources		
	In class	In school	In the community				Materials.	Resource Persons	Training

From this group, a resource group of 5 persons were selected and they were then exposed to another 1 day orientation. This time it was with the specific objective of training them as trainers.

They then as trainers, assisted the Coordinator and the NDMC Committee, Sanitation Programme, in organising further training programmes for school teachers.

Almost all schools have been exposed to the orientation programme, and several activities have been initiated. These are being regularly monitored by the Coordinator, and new ideas, and initiatives are encouraged.

Organisation for Promotion of Sanitation Education in Schools



An example of a 2-day training program for teachers

Telephone No. 603255

N.D.M.C. School of Science & Humanities Education

Department of Education, NDMC, Laxmi Bai Nagar

New Delhi - 110 023.

ORIENTATION PROGRAMME ON SANITATION (UNICEF AIDED) FOR HEADS OF NSY. SCHOOLS & S.W.WS.

(18.8.88 to 19.8.88)

Programme

Date & Time	Topic	Resource person/Experts	Date & Time	Topic	Resource person/Experts
18.8.1988			19.8.1988		
10.00 AM to 11.00 AM	Registration of participants	--	10.00 AM to 11.00 AM	Personal Hygiene	Dr. Raheja, NDMC
11.00 AM to 11.45 AM	Education & sanitation	Mrs. Unithan, SCERT	11.00 AM to 12.00 Noon	Environmental Sanitation & Film Show	Shri R.N. Agarwal, Health Edn. Unit, NDMC
11.45 AM to 12.00 Noon	Tea-break	--	12.00 Noon to 12.15 PM	Tea-break	--
12.00 Noon to 1.00 PM	Sanitation & Diseases	Dr. V.N. Reu, NDMC	12.15 PM to 1.15 PM	Planning of School activities	Mrs. A. Kukreti, H.M., NDMC
1.00 PM to 2.00 PM	Role of nursery schools in Sanitation.	Mrs. Q. Azad, H.M., NDMC	1.15 PM to 2.00 PM	Lunch-break	--
2.00 PM to 2.30 PM	Lunch-break	--	2.00 PM to 2.30 PM	Participant's discussions	Sh. Nand Lal, Sr. Lecturer, Dept. of Edn., NDMC
2.30 PM to 3.30 PM	Sanitation & Community	Mrs. U.S. Tomar, H.M., NDMC	2.30 PM to ---	(i) Importance of Sanitation (ii) Participant's reactions (iii) Thanks.	Dr. S. Chatterjee, MOH, NDMC
3.30 PM to 3.45 PM	Tea-break	--			
3.45 PM to 4.30 PM	Participant's discussion	Sh. Nand Lal, Education Dept., NDMC			

(Nand Lal)

Co-ordinator.

सभी गति के बोल मातृती माशुर के

Annexure 2

प्रार्थना

हमको नवल उत्थान दो,
हे ईश्वर ये वरदान दो,
तन-मन-कन से स्वच्छ हों,
सत् पथ पर आरुह हों।

निर्जीव सजीव दोनों की,
रक्षा तुम ही ने की प्रभु,
विकृत न होने देंगे हम,
रक्षा का रूप हे प्रभु,
सृष्टि में व्याप्त स्वच्छता,
प्रतिष्ठा तुम्हारा है प्रभु।

ये शरीर तुमने जो दिया,
उसको रखें साफ हम,

घरती पे फैले गन्द को,
दूर हम कर देंगे हे प्रभु,
घरती हमारी माता है,
उसको रखें साफ हम।

स्वच्छ वायु में ही सोंस ले,
जीते हैं सब प्राणी प्रभु,
विज्ञान के अभिज्ञाप ने,
दूषित किया वातावरण,
दूषण भगाने के लिये,
रोपण करेंगे वृक्षों का।

गीत

रोज सुबह उठकर हम अपने दाँत साफ कर लेते हैं,
राह-राहकर उनको हम मोती सा चमका देते हैं,
मूँहको सदा सफाई देवी देती रह वरदान।

मैल नहीं जमने पाता है, रोज साफ कर लेते हैं,
बड़े हुए नाखून अगर तो, उनको कटवा लेते हैं
देखो मेरे हाथ, देखो मेरे हाथ

मूँहको सदा - - - - -

राह-राहकर रोज नहाते, मैल नहीं जम पाता है,
बदबू आती नहीं देह से रोग नहीं हो पाता है,
देखो मेरी देह, देखो मेरी देह,

मूँहको सदा - - - - -

सर के बाल साफ करते हैं, राह-राहकर उनको धोते,
फूल नहीं हम पढ़ने देते, तेल लगाकर कंघा करते,
देखो मेरे बाल-देखो मेरे बाल,

मूँहको सदा - - - - -

कव्वाली

करो सफाई, करो सफाई, करो सफाई,
करो सफाई मिल जुलकर सब करो सफाई,
अपने घर की, अपने नगर की, अपने बदन की,

सबसे बड़ी नियामत है, स्वस्थ शरीर का रहना,
प्रातः समय में सबसे पहले उठकर शैच को जाना,
दाँत मोज कर, आँखों में पानी के छींटे देना,
नहा धोकर बाल काढ़कर, विद्यालय को जाना।

कूड़ा-करकट तुम सदा हस्तबिन में डालो,
इधर-उधर न कचरा फेंको, मन में तप कर डालो,
वर्ना भिन्नभिन्न रोगों रोगाणु छोटेंगी,
और फिसल जाने से श्रामत अपनी ही आयेगी।

दिवारों की ओट में, लघु शिका करना,
बुरी बात है जगह-जगह पर धुक-धक का करना,
दूषित वातावरण है होता जिससे अपने नगर का,
बीमारी फैलाने में होता है हाथ सभी का।

अपने स्कूल की साज सफाई रखना फर्ज हमारा,
शौचालयों को गन्द दुर्गन्ध से बचाना दायित्व हमारा,
कक्षाओं में कागज थिलके कभी नहीं तुम फेंको,
दीवारों पर पेन्सिल रेग कभी आपन न लिखो।

पिंकी का बस्ता

नहीं पिंकी प्यारी पिंकी, पढ़ती के जी क्लास में,
इस दिन चले गये सब साथी खेल के मैदान में,
लो हाथ दुई कान्छी बस्तों की, पिंकी की क्लास में,
अनु अस्सा, पिंकी गुड़िया के बस्ते आजाद थे,

बोले उखले पीछ भाएँ छील चले बाग में,
सबसे सुन्दर सफ सुगंध अनु का बस्ता था,
बना मनीटर चढ़ा कुर्सी पर, उसकी बढ़िया बान थी,
कसे कससूर चले ठुम्क कर ठुम्क ठुम्ककर, ठुम्क ठुम्ककर,
छील की ओर चले सभी जहाँ का ही प्लान था।

धक्का मारा गन्दे बस्ते को, अनु के बस्ते ने,
अनु का बस्ता : बट जा बूद गन्दे मिले पिंकी के बस्ते तु,
हल्दी स्याही रेल मिल के दाग धरे इत्ने तुझमें,
तुझसे बहू आती है बट जा दूर-3।

ओफ! हो गया उदास फिर पिंकी का बस्ता बेचारा,
पर पीछे-पीछे लगा रहा वो हिम्मत बिल्कुल न हारा,
चुड़ी-चुड़ी सारे बस्तों ने झुक किया फिर अपना खेल,
टप-टप औसू लेकिन निकले पिंकी के बस्ते के,
पिंकी गन्दी तुम भी गन्दे, धक्का मारा ठेलम-ठेल,
टीम नहीं हारती हमको गन्दा साथी लेकर,
मोटे-मोटे औसू देखकर घीना ने सम्झाया।

घीना :

भईया सचमुच गन्दे हो, कोई नहीं खिलायेगा,
जल्दी जगो छील में नहाओ, फिर कुछ बात बनेगी,

कूदो छप्प से नहाओ ढंग से, तभी तो रंग आयेगा,
साफ रहोगे, स्वच्छ रहोगे, तभी तो धाक जमेगी।

न - न - न - नहीं, चिल्लाई पिंकी,
टूटा दुःख का सपना था,
घबराहट में आया पसीना, मम्मी ने आकर प्यार किया।

पिंकी :

ओह-मेरा बस्ता तो ये रहा, सचमुच कितना गन्दा सा,
गन्दी किताबें, गन्दी कापियाँ, बस्ता देखो दाग भर सा,
मम्मी घौना इस बेचारे को, मैंने इसको सड़ा रखा था,
फटी किताबों को ठीक कस्यी, मैंने ध्यान नहीं दिया था,
मेरी टीचर ने कक्षा में पाठ सफाई का पढ़ाया,
भूल गई अब माफ करें सब, मैंने उसको नहीं सुना था।
प्यारे मित्रो, तुम भी रखना बस्ता किताबें बिल्कुल साफ,
नहीं तो दूर भगा देंगे सब, नहीं खिलायेंगे अपने साथ,
फटी किताबें गन्दा बस्ता रखने से लग जायेगा पाप,
कूट्टी कर देंगे सब साथी तो कैसे पढ़ेंगे साथ-साथ।

वायु प्रदूषण

आज वायु प्रदूषण की समस्या भारत ही नहीं अपितु सम्पूर्ण विश्व में मुंह
बाय छड़ी है। विज्ञान ने जहाँ एक ओर अनेकानेक वरदान देकर मानव जीवन
को सरल एवम् सुगम बना दिया है, वहीं दूसरी ओर विज्ञान की देन बड़े-2
कारखाने, फैक्ट्रियों, खाई, खंदक और अनेक यातायात के साधनों की चिमनियों से
निकलता हुआ धुआ सम्पूर्ण वायु मंडल को दूषित कर रहा है और इसी दूषित
वायु में साँस लेकर मानव शिकार हो रहा है, इवास गतिरोध, तपेदिक जैसी
बीमारियों का। इन सबसे बचने का एक मात्र विकल्प है वृक्षारोपण क्यों कि

वृक्ष साग दिन प्राण-वायु (आक्सीजन) छोड़ते हैं और बदले में नाइट्रोजन-वायु (कार्बनडाइऑक्साइड) को ग्रहण कर लेते हैं। इसके अतिरिक्त भूमि का कटाव बाद का प्रकोप और निरन्तर बढ़ते रेगिस्तान को भी वृक्ष ही रोक सकते हैं। अन्य जन्तुओं को संरक्षण भी इन्हीं के माध्यम से होता है। अतः वृक्ष मानव जीवन के लिये वरदान हैं। इनसे हमें क्या लाभ होते हैं सुनिये इन्हीं के मुख से :-

पीपल :-

प्राण वायु में हरदम देता
पीपल मेरा नाम,
दवा बनाता अनेक रोगों की
देता जीवन दान।

नीम :

कड़वा बहुत है पर चरखों मस्त
मैं हूँ मित्र तुम्हारा
फोड़ा, फुन्सी, दाद, साज
और दाँतों का दुःख हरता साग।

जामुन :

पत्त-छाल और फल गुठली
सबके काम हैं आती
मधुमेह की एक दवा है
जामुन की कढ़ी जाती।

आम :

मैं फलों का राजा हूँ
अनर्पित मेरी जाति

रंग रूप और गुणों में भी
कोई न मेरा साथी।

शहतूत :

मीठा है फल कई जाति का,
हर जगह उग जाता है,
रेशम के कीड़ों का घर है
मैं सबके ही मन भाता हूँ

अमलतास :

रोगों की जड़ एक पेट है
मैं हूँ उसका त्राता।
सुन्दर फूल फलियों से
मैं सबका मन हूँ मोहता।

गुलमोहर :

मैं सुन्दर सा पेड़ हूँ
गुलमोहर मेरा नाम
छूटते मीठे हैं फल मेरे
छाया में करते विग्राम

बह :

बड़ी-बड़ी दाढ़ी है मेरी
बह दादा कहलाता है
दोना पत्तल और दवा के भी,
कुछ-कुछ काम में आता है।

मानव जीवन के वरदान
वृक्ष हमारे जीवन प्राण,

आजो मिलकर गाएँ वृक्ष-गान
स्वच्छ वायु ईंधन और छाया,
पेड़ों से हम पाते हैं,
पेड़ हमारी खातिर प्रतिदिन,
कितने कष्ट उठाते हैं।

मीसम कितना भी दुःख दे पर,
पेड़ नहीं उफ करते हैं,
साथ हवा के ताल मिलाकर,
हरदम झुमा करते हैं
पेड़ अधिक यदि काटे जायें,
घरती बेजर हो जाती,
बेजर घरती एक दाना भी
कभी नहीं उपजा पाती।

जितने पेड़ लगे घरती पर,
उतनी हरियाली होगी,
वायु प्रदूषण की समस्या
वृष्टि से ही हल होगी
तेज बहाव बाढ़ का हो,
या कड़ता हो रेगिस्तान,
नहीं विकल्प इनसे बचने का,
मात्र वृक्ष ही है वरदान।

मदारी का खेल

मदारी :

आओ-2 बच्चा लोग, माई जी और ननू जी साथ
आज तुम कु हम स्वच्छा देवी और कूड़ेराम जी
के छांटे और सम्झौते की कहानी का खेल दिखाएँ।

हो तो बच्चा लोग बजाओ ताली।

हो तो आओ चले स्वच्छा देवी के घर। आज उन्हें श्री
कूड़ेराम जी देखने आ रहे हैं।

मदारी :

ओ री स्वच्छ जरा ढंग से तैयार हो ले री आज तुझे लहके वाले देखने आ रहे
हैं। (स्वच्छ श्रमा जाती है और मदारी के कान में कुछ कहती है)

मदारी :

क्या कहा? शादी नहीं करेगी? क्यों भला? अरी इफ तो नया जमाना आ गया है तो
आ ही रहा है खुद ही पूछपाछ लेना, अब जल्दी से तैयार हो ले वो आ ही रहा
होगा।

मदारी दुगुगुगी बजाता है

(कूड़ेराम का प्रवेश)

मदारी :

आइये-आइये महाशय, हम साथ ही का इन्तजार कर रहे थे, बैठिये-बैठिये।
(बैठार डीढ़े में अपनी झल्ल देखता है)

मदारी :

ओ री स्वच्छ, जरा चाय चाय का इन्तजाम करिये री।

(स्वच्छा चाय लेकर आती है, कूड़ेराम को गन्दा देखकर नाक और भीसिकोड़ती है)

मदारी :

हो तो कूड़ेराम जी आपको हमारी स्वच्छ पसन्द आई कि नहीं
(बन्दर कान में कुछ कहता है)

मदारी :

हो तो कूड़ेराम जी आपको हमारी स्वच्छ पसन्द आई कि नहीं
(बन्दर कान में कुछ कहता है)

मदारी :

सोलह आने पसन्द आई। शादी करेगी तो बस इन्हीं से नहीं तो जिन्दगी भर कुंवारे
रह जायेंगे।

हो तो स्वच्छ तुम्हें कूड़ेराम जी पसन्द आये कि नहीं।

(बंदरिया कान में कुछ कहती है)

मदारी :

क्या कहा पसन्द नहीं आये क्यों भला?

(बंदर मदारी का डंडा लेकर बंदरिया के पीछे दौड़ता है)

मदारी :

न - न - न बैठ जा, बैठ जा कहती है तुम्हारी सारे शरीर पर मल जमा हुआ
है, मूत्र से कवू आ रही है, औखों में कीचड़ जमी है बाल तो देखो कितने गन्दे
हो रहे हैं और हाथ तो देखो नखूनों में मल भरा हुआ है भला ऐसी अच्छी लहकी
तुम जैसे गन्दे घर से कैसे ब्याह करेगी? जरा सोचो तो।

मदारी :

हमारी स्वच्छ को तो बहुत सफाई पसन्द है उसका शरीर तो कंकन की तरह चमक
रहा है, दस्त तो देखो मोतियों से चमक रहे हैं। ये हर रोज नहाती है, बाल

काटती है और सप्ताह में एक बार नाखून भी काटती है, भला ऐसी लड़की तुम जैसे गन्दे घर से कैसे ब्याह करोगी।

(बंदर कान में कुछ कहता है)

मदारी :

कह रहे हैं, शादी तो तुम ही से करोगे, अब तो तुम ही इस घर की मालकिन होगी, ये तो बस तुम्हारे हुक्म के गुलाम रहेंगे ही मैं कसम से, जो तुम कहोगी, स्टाम्प पेपर पर लिख देने को तैयार हूँ। वही करोगी। नाक रगड़कर माफी माँग लेंगे तुम सब बाबू लोगों के सामने ही मैं कसम से। (बंदर नाक रगड़ता है और बंदरिया कान में कुछ कहती है)

मदारी :

ये मान तो गई है पर फिफ्टी - फिफ्टी कहती है, पहले तुम्हारा घर और मोहल्ला देखना चाहती है। (बंदर कान में कुछ कहता है)

मदारी :

कह रहे हैं तुम्हारे लिये जान भी दे सकते हैं। कल ही आ जाओ अपना घर देखने।

(मदारी बंदर और बंदरिया को लेकर जाता है)

मदारी :

हाँ तो बच्चा लोग बजाओ ताली।

मदारी :

अरे कूड़ेराम जी आपका घर तो बहुत अच्छी जगह पर है बस ही बस स्टाप है, मार्किट है और पार्क भी है।

(बंदर कान में कुछ कहता है)

मदारी :

पूछ रहे हैं तुम्हें अपना होने वाला घर कैसा लगा?

(बंदरिया कान में कुछ कहती है)

मदारी :

कह रही है इतने अच्छे घर को तुमने गन्दा बना रखा है, जहाँ-तहाँ कूड़ा करकट पड़ा हुआ है। दीवारों पर जाले लगे हुए हैं रसोई घर में खाना बिना ढके रखा हुआ है, बिस्तर चादर सब मैली है। मेरा तो जी घबरा रहा है।

(बंदर कान में कुछ कहता है।)

मदारी :

कह रहे हैं आज से ये घर तुम्हारा है तुम जैसा चाहोगी वैसा रखना। अरी इतनी कठोर न बन, मर्द की जुबान पर भरोसा कर गलती मान तो रहा है और क्या जान दे दे?

(बंदरिया मान जाती है पर कान में कुछ कहती है)

ये मान गई है।

मदारी :

कह रही है घर के साथ-साथ मोहल्ले की सफाई का भी रखना होगा। गली में जहाँ तहाँ लघुशुका धुका थाकी की हुई है। गददों में पानी भरा हुआ है। जिसमें मच्छर पैदा होकर रोग फैला सकते हैं।

(बंदर कान में कुछ कहता है)

मदारी :

कह रहे हैं मैं प्रतिज्ञा करता हूँ कि मैं अपने शरीर घर और मोहल्ले की सफाई में पूरा-2 सहयोग दूँगा।

मदारी :

कह रही हैं मैंने एक अच्छा नागरिक बनाया है हम दोनों मिलकर घरती को स्वर्ग सा बनायेंगे एक और एक ग्यारह होते हैं।

(तो हो जाओ शुभ)

(बंदर और बंदरिया सफाई करते हैं।)

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